

Induction Program Review

Beginning Fall 2006

The Commission and CDE, subject to funding made available, plan to review BTSA Induction Programs through the Induction Program Review (IPR). Annually twenty percent of programs (approximately 30 programs) will participate in the IPR—All BTSA Induction Programs will be notified by June 1, 2006 of the IPR cycle. All programs will continue to submit an Annual Improvement Plan (AIP) each August. A program that has just completed an IPR will base its AIP on the findings from the IPR.

Outcomes of IPR:

- An objective review of an Induction Program against the adopted *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*.
- To provide Induction programs with specific data relevant to program alignment to the Induction Standards.
- The collection of statewide data on which Induction Standards programs are fully meeting and which standards are more challenging for programs to meet.
- To add to the statewide data set for the purpose of reviewing the adopted *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* required by the proposed language of SB 1209 (Scott.)

The BTSA Induction Program will be reviewed on twelve of the twenty Induction Standards at the element level. The standards listed below are ‘outcome’ standards where the review team will be examining how the Induction program has been implemented and if the participating teachers are benefiting from the Induction program.

Standard 6: Advice and Assistance
Standard 9: Support Provider Professional Development
Standard 11: Roles and Responsibilities of K-12 Schools
Standard 12: Professional Development based on an Individual Induction Plan
Standard 13: Formative Assessment Systems
Standard 14: Completion of the Professional Teacher Induction Program
Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy
Standard 16: Using Technology to Support Student Learning
Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum
Standard 18: Creating a Supportive and Healthy Environment for Student Learning
Standard 19: Teaching English Learners
Standard 20: Teaching Special Populations

The following standards will be reviewed during the IPR but holistically, at the standard level.

Standard 1: Sponsorship, Administration, and Leadership
Standard 2: Resources
Standard 3: Professional Development Providers

Standard 4: Evaluation

Standard 5: Articulation with Professional Teacher Preparation Programs

Standard 7: Coordination and Communication

Standard 8: Support Provider Selection and Assignment

Standard 10: Program Design

Tentative Structure of the Site Visit:

A team of 4 reviewers (team leader and 3 team members—a very large program might have an additional reviewer) will visit an Induction program for 3 days. Reviewers will be from across the state. The reviewers will attend an IPR training prior to serving on an IPR team. Induction reviewers will be selected from individuals with experience in Teacher Preparation (traditional student teaching based and intern based programs) and/or Induction Programs. A facilitator will be assigned from the BTSA State Leadership Team.

The team will review program documentation and interview stakeholders during the visit to judge if the program is meeting the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Stakeholders will include current participants, program completers, support providers, site administrators/employers, professional development providers, and program staff.

IPR Reports will state where the reviewers found “Evidence of meeting the standard/element” and “No evidence of meeting the standard/element,” as appropriate. For any standards/elements where it is stated that there is “No evidence of meeting the standard/element,” the program will address the standard/element in the AIP until there is evidence that the standard/element has been met. Cluster staff will provide technical assistance while the program is working to meet the standard/element.

Using Aggregated Results from the Induction Program Review (IPR) to align with the Proposed Language in SB 1209 (Scott)

By examining the aggregated program results from the IPRs completed during 2006-2007 and 2007-2008, the two state agencies will determine if induction programs are meeting the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (44279.25(a)(1)).

Funding for IPR

For each Induction program review, approximately \$5000 would be needed to support the four program reviewers in training and completing the site visit and the program’s participation in training and preparation for the site visit. This would be a total of \$150,000 per year.

Review Cycle:

Cluster Region Directors will distribute a list of the programs scheduled for 2006-2007 reviews and the five year cycle prior to June 1, 2006. All Induction programs not participating in an IPR in 2006-2007 will continue to complete a Peer Program Review (PPR). A PPR focuses on five Induction Standards and involves BTSA Programs within the clusters working together to support and improve each induction program.